

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Non-Public School - 12PV109

School Type (Public Schools): ☐ Charter ☐ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mrs. Suellen Valentine

Official School Name: St. Edward School

School Mailing Address: 433 Cottage Street
Ashland, OH 44805-2125

County: Ashland State School Code Number*: 057125

Telephone: (419) 289-7456 E-mail: ste_svalenti@tccsa.net

Fax: (419) 289-9474 Web site/URL: www.stedwardashland.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Miss Margaret Lyons Superintendent e-mail:
mlyons@dioceseofcleveland.org

District Name: Diocese of Cleveland District Phone: (216) 696-6525

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson:

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12PV109

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

12PV109

All data are the most recent year available.

DISTRICT

Questions 1 and 2 are for Public Schools only.

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Rural

4. Number of years the principal has been in her/his position at this school: 11

5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	4	3	7		6	11	12	23
K	5	5	10		7	10	6	16
1	4	9	13		8	9	4	13
2	6	4	10		9	0	0	0
3	7	8	15		10	0	0	0
4	9	15	24		11	0	0	0
5	6	6	12		12	0	0	0
Total in Applying School:								143

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
0 % Asian
0 % Black or African American
0 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 3%

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	4
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	0
(3)	Total of all transferred students [sum of rows (1) and (2)].	4
(4)	Total number of students in the school as of October 1, 2010	149
(5)	Total transferred students in row (3) divided by total students in row (4).	0.03
(6)	Amount in row (5) multiplied by 100.	3

8. Percent of English Language Learners in the school: 0%

Total number of ELL students in the school: 0

Number of non-English languages represented: 0

Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 16%

Total number of students who qualify: 22

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

All parents complete the Free and Reduced Lunch Eligibility Form even though we provide our own lunch program with no government subsidy. These numbers are accurate based on the forms completed and returned.

10. Percent of students receiving special education services: 0%

Total number of students served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u>0</u>
Classroom teachers	<u>9</u>	<u>1</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>1</u>	<u>7</u>
Paraprofessionals	<u>0</u>	<u>2</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>2</u>	<u>1</u>
Total number	<u>13</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	96%	96%	96%	96%	97%
High school graduation rate	0%	0%	0%	0%	0%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

St. Edward School is a community of education, stewardship, and service located in Ashland, Ohio. Our curriculum and extracurricular activities provide preschool through eighth grade students academic and personal growth that lasts a lifetime. For over 55 years, we have provided students a foundation that impacts their own lives as well as the lives of their classmates, families, and communities. With each student, each day we strive to fulfill the principles of our mission statement: “St. Edward is a Catholic school open to children of all faiths. Each student shall be challenged to glorify God through academic excellence, stewardship, and community service.”

St. Edward School opened its doors in 1953 with a faculty of three sisters of the Order of St. Francis. Today, in addition to ten licensed classroom teachers, our faculty includes classroom aides and specialized instructors for music, art, physical education, and Spanish. Our staff also includes multiple specialists who work to ensure that all students, regardless of special needs, are provided an opportunity to excel. Each member of the faculty and staff strives to provide the best possible education to every student.

Middle school students at St. Edward School are partnered with younger students. For example, eighth grade is partnered with kindergarten and seventh with first. This partnership creates, by its very nature, an expectation for our older students that they are strong leaders and role models in our school.

St. Edward follows curriculum guidelines of the Diocese of Cleveland, and our students are always among the top performing schools in the Diocese. Students perform well above the national average in the Iowa Tests of Basic Skills. Many students complete Algebra I in eighth grade, and some are exposed to Algebra II. Students in grades four through eight read a total of over fifty required books and plays. Taken as a whole, the student body partakes in more than 25 field trips per year.

Curriculum highlights include:

- Meeting and exceeding state standards
- All day kindergarten
- Sequential academic programs including art, music, Spanish, technology, and physical education
- Off site learning including art and science museums, orchestra and Ashland University science labs
- Excelling in time on task, continuity from grade to grade, and smaller student to teacher ratios
- Seventh and eighth grade traditions: Visiting Fort Necessity and Frank Lloyd Wright’s Falling Water and Visiting the Abbey of Genesee Monastery
- An outstanding music program focusing on the weekly Mass. Students participate through singing, playing instruments, and even performing liturgical dances.
- Many of our students participate in academic competitions and achieve high academic awards. Our mission also goes beyond academics and extends to service to others. The sixth grade completes 10 to 20 hours of community service, seventh grade completes 40 hours of community service, and eighth grade completes 40 to 60 hours of community service. All other classes participate in community service projects orchestrated by the school or teacher.

Community service projects include:

- 6th grade students assist special needs children with art class
- 8th grade students have art class with residents from Good Shepherd Nursing Home
- Mission Lunch – 8th grade decorates, serves lunch, and cleans up – proceeds benefit charity
- Children sing for shut-ins and other parish members
- Children collect hats, gloves, and food for the needy
- Relay for Life—Silver Team

Academic awards include:

- Award winners at the local, district and state spelling bee
- Award winners at the local, district and state science fair
- National and Presidential Fitness award winners
- Stock Market Simulation Game award winners
- God, Flag and Country Speech Competition award winners

Our commitment to developing a strong academic, moral, and civic foundation for students begins with our teachers. More than fifty percent of our teachers have had sons or daughters educated at St. Edward School, and our retention rate for teachers is extremely high. All faculty are fully credentialed by the State of Ohio and the school receives Full Accreditation by OCSAA and the State of Ohio. Teachers undergo professional development in selected areas to ensure students master fundamental skills. Professional development has also been a collaborative effort, with selected teachers taking courses in professional development and providing instruction to the remaining teachers. This approach invigorates the purpose teachers feel in fulfilling their educational mission and bolsters the long-term view needed for success.

Partnership with parents is also an important element for the faculty and students of St. Edward School. Parents support the school through the School Support Organization. This is essentially made up of all parents and provides opportunities for parents to volunteer in the school throughout the year. Parents are also involved at parent teacher conferences and student led conferences. The parent orientation at the beginning of the year and the various programs that are held throughout the year are well attended by parents. The mission of the school is accomplished through the cooperative spirit of the faculty and stakeholders.

1. Assessment Results:

A. St. Edward School administers the Cognitive Abilities Test to all first grade students in the fall and the Iowa Tests of Basic Skills (ITBS) in the spring of each year. Grades three, five and seven take the Iowa Tests of Basic Skills/Cognitive Abilities Test Combined Form in the spring. The Iowa Tests of Basic Skills and the Cognitive Abilities Tests are the required standardized assessments in the Diocese of Cleveland. In the 2006-2007 school year, Form A was administered with 2005 Norms. In 2008, Form A was revised to Form C by the Riverside Publishing Company and was implemented through 2011. In the spring of 2010, one seventh grade student was not tested due to multiple brain surgeries and loss of vision. There are no other subgroups or disparities.

Test scores for the spring of 2011 for grades one, three, five and seven average a percentile rank of 82 in math and 86.5 in reading. A review of the first grade only reveals a five-year average rank of 80.4 in math and 92.4 in reading. Third grade test scores average 77.2 in math and 83 in reading over a five-year period. Fifth grade scores average 89 in math and 90 in reading over a five-year period and seventh grade scores were 88.6 in math and 86.4 in reading over a five-year period. The expectation for the school is to achieve grade level percentile rank averages in the top three stanines, which is an average percentile rank of 77 and higher. Test interpretation data provided by Riverside Publishing shows 40 to 59 as the average percentile range, putting St. Edward's expectations and actual test scores well above average. Academic excellence is imbued in our mission and daily instruction. Each faculty member is committed to providing a quality education with high expectations for individual achievement.

B. The data tables show performance trends from the spring of 2007 to February of 2011. An analysis of the composite scores over a five year period yields an overall high percentile average rank in math and reading. During this period, 80% of math scores average above the 80th percentile rank in grade three, five and seven while 93% of reading scores are above the 80th average percentile rank.

Math averages for the majority of the five years are higher in the fifth and seventh grades than the average percentile ranks in the first and third grades. In the primary grades, the instructional focus is on mastery of the basic math skills to enable students to attain their highest potential as they advance through the program. The math program in kindergarten through third grade provides a strong foundation which enables students to attain higher percentiles in the fifth and seventh grade. The benefits of this program are clear when looking at the average percentile scores in fifth and seventh grade. The seventh grade scores average 11.4 percentile points higher than the third grade scores and fifth grade averages are 11.5 points higher than third.

Focusing on skill mastery in the primary grades has other positive results. For example, the first grade class in 2007-2008 scored an average of 63. This same class scored 69 in third grade, an increase of 6 percentile points in two years. Our robust program of tutoring, which was provided to 46% of this class over the past several years, also contributes to an increase in skill mastery.

An analysis of reading scores over a five year period shows a narrow disparity from year to year. Scores tend to be high across the board with no averages falling below the 77 percentile goal. The strong foundation in reading skills in kindergarten and first grade is evident by consistently high first grade scores. In addition to a consistently high percentile rank, there is a significant increase in the grade equivalency as provided in the ITBS test results. ITBS longitudinal reports, which track the same students from third to seventh grade, show the following grade equivalencies for the 2011 seventh grade class:

- Grade 3 5.6
- Grade 5 9.6
- Grade 7 11.5

When the 2011 seventh grade class took the Iowa Tests in third grade, they scored as well as an average student in the fifth year sixth month of school. The same group of students in seventh grade scored the same as a student in the eleventh year fifth month of school. This two year difference in third grade and a four year difference in seventh grade demonstrates the cumulative effects of consistent and intensive reading skills development.

The high scores in math and reading are reflective of the high quality of the academic program at St. Edward School and the overall commitment to excellence. Professional development, varied instructional techniques and time on task are high priorities of the faculty and administration. The graded course of study from the Diocese of Cleveland provides the framework for instructional planning and the basis for a cohesive program that builds as students move from one grade level to the next. Remediation and enrichment are also a part of daily instruction to ensure that students comprehend what is taught and reach their individual potentials. Another factor in providing continuity and consistency from grade to grade is the low faculty turnover rate and their commitment to excellence.

2. Using Assessment Results:

The faculty analyzes and interprets the Iowa Tests of Basic Skills results in the spring and again at the onset of each new school year. Results for each subject area are tracked as an important aspect of instructional planning and goal setting for the Ohio Catholic School Accrediting Association school improvement plan. Individual weaknesses and strengths are identified for possible enrichment and remediation. Each subject area is examined and results disseminated in order to plan for the academic school year.

While both math and reading scores have been strong, the yearly averages in math on the Iowa Tests of Basic Skills are not as high as reading scores from the same standardized test. Over a five year period math scores averaged 83.8% for all grades tested while reading scores averaged 88.1%. The faculty has implemented several strategies which have shown to strengthen overall math scores. SMART Boards were installed in all classrooms and teachers received professional development over a period of two years to provide interactive math activities in an effort to improve student skill level.

The staff has implemented several additional instructional strategies and programs to help improve school averages in math and to address individual strengths and weaknesses of students. Many of these strategies include the use of technology in math instruction and student practice. All faculty members participated in professional development focusing on number sense, computation and estimation. Instructional techniques from their professional development are applied to daily instruction. In addition, the Accelerated Math computer program was piloted initially in two classrooms with these two teachers receiving several hours of professional development on the implementation of this program. These teachers in turn provided professional development for the rest of the faculty. This enabled all grade levels to successfully implement the program and provide remediation or acceleration for students based on assessment results.

In an ongoing effort to improve reading scores, the faculty has accelerated the vocabulary program by introducing the vocabulary books one semester earlier than in past years. Guided reading, self-selected reading, phonics and writing provide the main focus in the primary grades. This program replaced the basic reading series and the traditional reading groups and has helped to improve reading scores. Students in kindergarten are taught in phonics groups based on individual skill levels and developmental readiness. Phonics continues into third grade and provides a solid basis for reading. A strong literature program in the upper grades helps to improve student reading skill level. The reading program is

supplemented with the individualized web-based Accelerated Reader program. Teachers have received several hours of training to implement the components of this program in order to improve student learning.

The faculty has studied student results and student longitudinal reports to determine intervention needs of individuals. The ITBS results provide a basis for determining which students may need individual and/or small group instruction in reading or math from the school tutor. Varied instructional techniques are implemented to attend to learning modalities and developmental differences. Supplemental math and reading programs are used to provide both remediation and enrichment based on Iowa Tests of Basic Skills results and individual classroom performance results.

St. Edward School sends individual Iowa Tests of Basic Skills results to parents and students for their review. Individual conferences regarding these test results are available for parents as requested. Yearly ITBS results are published in the State of the School Report, which is distributed during Catholic Schools Week each year. This report is mailed to all parishioners and sent home to all parents. In addition, the results are posted on the school website.

Student-led conferences and/or parent-teacher conferences are held twice a year to discuss student progress. Progress reports are sent home in the middle of each quarter and report cards are sent at the end of each quarter. In addition, individual student progress can be viewed by students and parents at all times on Progress Book, a web-based program accessed with individual passwords. Ongoing communication with parents regarding student progress and daily activities is managed through classroom newsletters, daily assignment books, email and the faculty's ability to touch base with parents when they pick up their children. The school uses Constant Contact to send newsletters and announcements to parents on a regular basis.

Communication between faculty members is also a key element in using assessment results to improve student learning. The faculty at St. Edward School works cooperatively to discuss progress and student needs. Information is shared between grade level teachers and also teachers and the tutor in order to provide the best possible strategies for improving student learning.

3. Sharing Lessons Learned:

St. Edward School is the school of choice for many Ashland University freshmen who are required to observe classroom instruction as an introduction to the field of education. University students seek out St. Edward School for their student intern experience due to the reputation for quality teachers and the implementation of best practices. Ashland University education and theology classes have also toured the school and participated in question and answer sessions to discuss instructional and administrative practices. International students from the University visit the school to learn about Catholic education in the United States.

When the school began the Saxon Math program currently in use, teachers from all over the Diocese came to observe as the faculty implemented the components of the program. Visiting teachers were provided with instructional sessions where St. Edward School teachers answered questions and shared successful strategies. A local school interested in the program also sent teachers to observe before purchasing the series.

The faculty of St. Edward School partners with St. Mary School, in Wooster, Ohio, to share teaching ideas and best practices. This provides an opportunity for teachers to talk with other educators who teach the same grade level and curriculum. These sessions have provided valuable dialogues about what methodologies work best.

The administration and faculty have shared successes of the school by speaking at the Ashland Board of Realtors and the Ashland County Community Foundation. At the Community Foundation, faculty members share ideas and successes with teachers from throughout the county when they have received grants to implement projects.

The area high schools recognize that St. Edward School produces many students that are well prepared for the high school experience. Conversations with area high schools take place yearly which assists the faculty of St. Edward School in planning and providing an accelerated program for our students. This quality program is recognized by the local high schools and has resulted in positive outcomes for our students. Over 80% of our eighth grade graduates are accepted into the honors classes and all our students successfully completing Algebra I receive high school credit. High school guidance counselors and teachers often comment that St. Edward School graduates are well prepared in content areas, have strong study skills and are hard working and respectful.

4. Engaging Families and Communities:

Parental involvement in the education of his or her child is an important factor in the educational process at St. Edward School and contributes to student success. At the onset of each school year, parents attend a grade level meeting with the child's teacher. The teacher is able to explain and discuss expectations and the parent can ask questions regarding procedures for the upcoming year. This has been successful in equipping parents to help their child throughout the year. Student-led conferences and parent-teacher conferences actively engage parents in the learning process. Parents are able to check their child's progress at any time on Progress Book. Electronic communication has increased parents' ability to stay connected to the school and to be involved in all aspects of their child's education.

Parent volunteers are recruited at the beginning of the school year to help with projects and events throughout the year. This enables parents to be involved in the school and to be supportive of the school, which in turn benefits the child. Retired parish members volunteer in the school and have tutored students and assisted in the library. They have all shared life lessons and are invaluable mentors to the students.

Community involvement provides additional learning opportunities for students. St. Edward School takes an active role in opening the school to students from Ashland University. This in turn has enabled our students to have physical education experiences at the University's recreational facility. Seventh and eighth grade students travel to the University monthly for a chemistry lab experience. Students in grades five through eight participate in a yearly science fair. Professionals from the community are invited to judge the science fair. These community members provide a valuable learning experience for the students. Sixth grade students visit Dale Roy School, a school serving children with developmental disabilities, on a monthly basis to help the Dale Roy students with art class. This is wonderful way for the St. Edward students to learn acceptance of others through personal experience and community service.

St. Edward School students have used their technology and artistic skills to develop brochures for local organizations. These brochures are now used to publicize information regarding these associations.

The administration has developed a relationship with members of the Ashland Evening Lions Club. The Lions were instrumental in providing equipment and services for a blind student at St. Edward School.

1. Curriculum:

St. Edward School follows the Diocese of Cleveland Graded Course of Study for all subjects taught. All Diocese curricula meet or exceed the Ohio Content Standards. The graded course of study, along with the careful planning of each teacher, provide a basis for a quality learning environment that is conducive to the optimal development of each student.

The **Religion** curriculum includes the foundation and beliefs of Catholic Christianity, the Gospel message, worship, community service and stewardship. Students participate in daily prayer services and are frequently called upon by the community to pray for those in need. The children are active participants in the weekly liturgy.

The **English/Language Arts and Reading** curriculum focuses on developing strong oral and written communication skills. Students participate daily in the review and maintenance of skills in punctuation, capitalization, usage and writing skills. All grade levels emphasize an appreciation of literature and writing, including skills in grammar, spelling, vocabulary, listening and oral communication. Students have received awards at the local, district, and state spelling bees, have won speech contests, and have had poetry published. The English program has enabled the majority of our students to enter the honors English program at the high school level.

The **Mathematics** curriculum incorporates five instructional strands: 1) Numbers, Number Sense, and Operations, 2) Measurement, 3) Geometry and Spatial Sense, 4) Patterns, Functions and Algebra, and 5) Data Analysis and Probability. Students participate daily in problem solving practice where application of skills in these five areas is required. Individual student ability levels are met through individual, small, and large group instruction. Students qualifying may take Algebra I in eighth grade in preparation for high school.

The **Science** curriculum allows students to use a variety of materials and approaches to gain knowledge and experience in scientific inquiry. St. Edward School utilizes an on-site science lab, varied field experiences, and area professionals and scientists to provide the best possible program. Many students have won awards at the Mohican District Science Fair and the Ohio State Science Fair.

The **Social Studies** curriculum includes the integration of the Catholic Social Teaching as it relates to geography, history, culture, community, government, citizenship, and people and societies. Literature is integrated into the social studies program as well as the use of field trips, current events, speakers, re-enactors, music, and art.

The **Visual and Performing Arts** curriculum provides students with the opportunity to share their talents and gifts in music, art, and drama. Student art work is displayed throughout the school along with prints of master artists. An annual art show allows students to share their talents with the community. The music program is closely tied to the weekly liturgy where students play rhythm instruments and sing. Students act and sing in two all-school performances a year.

The **Physical Education/Health/Nutrition** curriculum focuses on physical, social, emotional, and spiritual growth. Students participate in a wealth of activities that provide ample opportunities for growth and success. The eighth grade class goes well beyond the traditional classroom setting to attend Camp Nuhop's Leadership Conference, cycling on Ohio's Rails to Trails, and climbing high ropes courses. Health instruction is implemented in all grades by a registered nurse.

The **Technology** curriculum includes the use of an updated computer lab and instruction in keyboarding. SMART Boards are also implemented into daily instruction in all classrooms. Various software programs are utilized in the content areas and technology instruction.

The **Spanish** curriculum is implemented in grades kindergarten through eighth. Students learn basic vocabulary, pronunciation, conversation, and grammar, as well as cultural lessons. Students in seventh and eighth grade complete the program in preparation for high school and have the option to test out of Spanish I. St. Edward School is in compliance with the National Blue Ribbon Schools Program's foreign language requirements.

2. Reading/English:

The reading program at St. Edward School begins with a strong foundation in the primary grades and continues on to include a large variety of literary genres in the upper grades. The goal is to develop excitement about reading and a love for reading in all students. Primary grade teachers implement an adapted version of Pat Cunningham's Four-Block Reading Program which includes: phonics, writing, self-selected reading, and guided reading. This approach was adopted because it allowed for a more individualized and integrated approach. The guided reading component allows the student to work with the teacher in a small-group setting on comprehension, oral reading, and fluency skills using leveled readers that are of high interest and in some cases taken from the content areas. This involves an ongoing evaluation of each student's comprehension skills, oral reading, and fluency skills. The self-selected reading gives students the opportunity to choose their own books to read. Students can then test their comprehension and vocabulary skills by taking a Renaissance Learning Accelerated Reader test on the computer. Students learning to read are grouped based on phonics skills for a more individualized approach. The writing block provides opportunities for skill development in sentence structure, paragraph formation, grammar usage, and punctuation.

The foundation built in the primary grades enables students moving on to intermediate and middle school grades to develop an appreciation for literature while strengthening comprehension, vocabulary, and critical thinking, analysis and research skills. Students are exposed to a wealth of literature and poetry. Many of the books challenge students to reach their highest potential through guided reading discussions, journal writing, and project assignments. The Renaissance Learning Accelerated Reader Program is also implemented in these grades and allows students to choose books at their own interest levels. Students participate in daily assignments to develop and strengthen writing skills. Rubrics are used to assess skill levels and assist students in becoming more powerful writers.

Student progress in all grades is monitored through standardized testing and daily performance. Tutoring is provided to help increase decoding skills, fluency, and comprehension. The classroom teacher and tutor work cooperatively to provide individual and small group instruction. Students performing above grade level continue to grow through the rich literature program and the use of the Renaissance Learning Accelerated Reader Program. The results of this quality program are reflected in the high scores in reading on the Iowa Tests of Basic Skills, the Accelerated Reader Individualized Reports, and classroom reading assessments.

3. Mathematics:

St. Edward School implements the math curriculum guidelines of the Diocese of Cleveland. Curriculum focal points are described for each grade from kindergarten through eighth that encompass the five main strands of math: 1) Numbers, Number Sense and Operations, 2) Measurement, 3) Geometry and Spatial Sense, 4) Patterns, Functions and Algebra, and 5) Data Analysis and Probability. The topic contents of the focal points are taught in a manner that promotes problem solving, reasoning, communication, making connections, and designing and analyzing representations.

The Saxon Math text is implemented in all grades. This integrated approach to teaching math focuses on the concepts from the five main strands of math taught in small increments. The small increments are systematically introduced and interwoven together to create meaningful mathematical connections. With this approach, there is consistent review and practice of concepts to reinforce them.

In the primary grades, whole group presentation is incorporated in daily lessons structured for continual practice and assessment. The use of manipulatives such as base ten blocks, teddy bear counters, linking cubes, dice, and measuring devices (thermometers, rulers, protractors, money, etc.) aid students in transitioning from concrete to pictorial to abstract thinking. Saxon's Real World Problem Solving Activities expose students to real situations they may encounter and help them understand the importance of math and how it is essential in everyday life. In the middle and upper grades, whole group instruction is often complimented by small group instruction based on ability to assure all students are challenged to their academic potential and are prepared for advanced level classes in high school. Organizational skills are emphasized by using lesson grids, weekly goal setting forms, and student test self-analysis forms. Students are encouraged to become self-aware of their strengths and weaknesses and develop strategies to become more independent learners. For students with special needs, a tutor is also available for one-to-one instruction.

In addition to the Saxon Math text, students use Accelerated Math to master math skills. This is a separate computer software program that can be used for remediation, acceleration, or whole group instruction that provides a different format than Saxon (multiple choice responses) and varies the math vocabulary slightly so that students can apply what they have learned from the Saxon text to similar problems on the same concepts.

Five years ago, SMART Boards were installed in all of the classrooms at St. Edward School. These interactive white boards have made math presentations more enjoyable for teachers and students. Teachers supplement lessons by designing original lessons or selecting interactive lessons that have been premade for a specific math concept from the SMART Board Gallery. Students eagerly respond to the technology and become engaged in the learning process. With increased use and awareness of new technology, students are comfortable integrating math into other subject areas. Microsoft Excel or Word is integrated into lessons to create graphs or data tables for science and social studies lessons.

The faculty consistently reviews student assessment data collected from standardized testing and determines areas of improvement in math. The staff continually researches the best practices to use for these areas and participates in professional development sessions to learn how to implement these practices.

4. Additional Curriculum Area:

The Visual and Performing Arts Curriculum at St. Edward School helps students develop many essential skills that enable them to “glorify God through academic excellence, stewardship, and community service” which is the core of our mission statement.

The visual arts program introduces students to various techniques and mediums. The students are able to create a variety of projects for display throughout the school and for the annual art show. Grandparents are given a special invitation to the art show to enjoy the work of the children. Area artisans visit the school and share their knowledge and talent with the children as well. The students use their skills and talents to share with others through community service. Residents from an area nursing home visit the school to complete art projects with the eighth grade class. Students from sixth grade, who visit the Dale Roy School for developmentally handicapped students, use the art skills they have acquired to help these special needs children. Students integrate their technology and art skills to develop brochures for area charities. These brochures are then used to disseminate information to the public. The art program also stresses stewardship and the conservation of resources, and students often create projects using recycled materials. Throughout all grades the art program works to correlate examples of great artists for students

to see what has been done and how others have expressed themselves in those particular art mediums. The seventh and eighth grade art program includes an annual trip to the Cleveland Museum of Art.

The music program at St. Edward School is based on the philosophy of Helen Kemp, a famous director of sacred children's choirs: "Body, mind, spirit, voice - It takes the whole person to sing and rejoice." We approach the music for each weekly mass from this perspective. Students use liturgical motions, sign language, barred and percussion instruments, scarves and other props to enhance the learning and performing of the music to glorify God. Music of other cultures and languages is included. Students study composers and the basics of reading music. The seventh and eighth grades attend a performance by the Cleveland Orchestra. All students participate in two music productions/plays each year. The music program extends beyond the classroom to active community service, by singing for the Ashland Council on Aging, for shut-ins and residents of nursing homes, and at funerals of parishioners.

5. Instructional Methods:

The faculty of St. Edward School is committed to providing a quality instructional environment for all students. Teachers work to provide differentiated instruction which accommodates the various learning styles of all students. Teachers modify instruction as needed to accommodate individual strengths and weaknesses based on ongoing assessment. Standardized tests and the Early Prevention of School Failure Kindergarten Screening Program, along with teacher input and the school psychologist's assessment results, assist in identifying students who need additional tutoring and/or classroom accommodations. St. Edward School has a part time speech therapist who evaluates incoming kindergarteners and preschoolers, all new students and any teacher referrals, and provides services for those who need speech therapy. Special audio accommodations are provided for students as needed. Visually impaired students receive instruction modification including large print books and magnification equipment if needed.

The school nurse provides a key role in assisting students with medical needs. This allows students to remain at school and work toward their full potential while their health issues are being monitored. Students and parents know a health care professional is available to take care of them if needed.

Communication between classroom teachers and the auxiliary services personnel is an essential element in planning differentiated instruction for students. The school tutor and the classroom teacher work together to plan the most effective instructional methods for students needing remediation or acceleration. Teachers use ability grouping, varied instructional techniques, SMART Boards, computers, and websites to help meet the diverse needs of individual students. When students are assessed for possible learning disabilities or delayed areas, the teachers, parents, psychologist, and administration meet to review the evaluations and plan for any special accommodations the child may need. These accommodation plans are on file. When the student moves to the next grade, the teacher reads the plan and talks with the previous teacher and the school tutor to help make the transition smooth for the student.

Teachers have read and discussed Every Child Can Succeed by William Glasser, A Mind at a Time by Mel Levine, and How Am I Smart by Dr. Kathy Koch, and work to apply the information from these books to their daily instructional lessons. This provides a positive and diverse instructional environment for all students to learn and reach their potential.

6. Professional Development:

Professional development is an important aspect in the mission to improve student learning. Teachers are given many opportunities through the school, the Diocese of Cleveland, Tri-County Computer Association, and Ashland University to participate in professional development activities which allow them to discuss and share ideas for instruction. Professional development provides opportunities for change and often renews enthusiasm. Teachers attend workshops, seminars, and discussion sessions which equip them with the necessary tools to implement the strategies significant to professional growth

and student learning. For example, when implementing programs that achieve success here, one or two teachers attend professional development sessions and then become the mentors for the rest of the staff.

The faculty yearly engages in educational inquiry by reading and discussing professional books and then implementing relevant strategies in the classroom. Many of the books the faculty have read and discussed address differentiated instruction, multiple intelligences, and methodology. One important aspect of professional development at St. Edward School is following through when implementing new ideas from professional development. A series of related in-services provide the needed tools for teachers to implement change. Teachers have participated in one or more in-services in the following areas in order to benefit student learning:

- Instruction and Assessment- Professional Readings and Discussions including: Every Student Can Succeed by William Glasser, How am I Smart? by Dr. Kathy Koch, The Hurried Child by David Elkind, A Mind at a Time by Mel Levine
- Accelerated Math
- Accelerated Reader
- Progress Book
- Math Instruction and Methodology
- SMART Board Training – Instructional Techniques
- Curriculum Guideline Implementation
- Technology Workshops for Microsoft Excel, Word, Power Point and Publisher
- Safety and Health In-Services - Child abuse prevention, Substance abuse prevention, Cyber bullying, CPR, First Aid, AED, and MRSA

Teachers and staff also participate in yearly retreats which creates cohesiveness among all staff. This unity is important for the overall good of the school and the growth of the students. It brings everyone together, unified for the purpose of carrying out the mission of the school and improving student learning.

7. School Leadership:

The Diocese of Cleveland Office of Catholic Education provides support and guidance for the school administration, pastor, faculty and parents to work collaboratively to establish direction and vision for the school. Ultimately the final decisions rest with the pastor and principal.

The leadership style at St. Edward School promotes an environment that encourages prayer and a strong sense of community among students, faculty and parents. The role of the principal is to provide guidance, encouragement, professional development, and resources which will enable the teachers to accomplish the mission of the school through a collaborative effort. The principal encourages all faculty members to take on leadership roles within the school. Teachers are enabled to use their area of expertise to take ownership of programs. Teachers take active leadership roles by organizing the science fair, preparing students for the spelling bee, and serving on the Faith Development Committee. These are only a few of the many leadership roles assumed by the faculty in order to provide an exemplary educational program.

The principal works with a School Advisory Committee, made up of members of the community, faculty and pastor, to identify the planning and policy needs of the school. This includes identifying the role of the school within the total parish mission. This group works together to form a positive relationship between the school, parish community and the larger community of Ashland. They review the overall education, curriculum, and development efforts and determine necessary policies and review such policies

as they relate to the Diocesan educational policies. Marketing the school and increasing enrollment are an important role of the leadership as well.

St. Edward School leadership embraces the philosophy that the administration and faculty must create an atmosphere conducive to learning which is based on high standards and is centered in Christ. The responsibilities reach beyond the realm of academics to a vocation rooted in a commitment to life-long learning, service, prayer, teaching, and ministry. The administrator must promote a partnership between home and school to optimize student success. Essential problem solving skills which view each situation in a light that encompasses the uniqueness of each individual and his or her family are necessary for the school leadership. St. Edward Catholic School faculty and administration are called upon to teach by example and live the Gospel message.

PART VI - PRIVATE SCHOOL ADDENDUM

12PV109

1. Private school association: Catholic

2. Does the school have nonprofit, tax-exempt (501(c)(3) status? Yes

3. What are the 2011-2012 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$2400</u>	<u>\$2400</u>	<u>\$2400</u>	<u>\$2400</u>	<u>\$2400</u>	<u>\$2400</u>
K	1st	2nd	3rd	4th	5th
<u>\$2400</u>	<u>\$2400</u>	<u>\$2400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? (School budget divided by enrollment) \$5823

5. What is the average financial aid per student? \$385

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
6%

7. What percentage of the student body receives scholarship assistance, including tuition reduction? 25%

PART VII - ASSESSMENT RESULTS

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	75	69	88	73	81
Number of students tested	23	13	21	24	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company.					

12PV109

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 3

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	77	81	90	86	81
Number of students tested	23	13	21	24	19
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company.					

12PV109

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	92	86	85	93	89
Number of students tested	23	24	17	15	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company.					

12PV109

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 5

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	90	89	90	95	85
Number of students tested	23	24	17	15	25
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company.					

12PV109

NATIONAL NORMS-REFERENCED TESTS

Subject: Mathematics

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	83	97	88	83	92
Number of students tested	14	12	19	16	20
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company. In 2010, one student was not tested due to multiple surgeries, absences, and loss of vision due to a brain tumor.</p>					

12PV109

NATIONAL NORMS-REFERENCED TESTS

Subject: Reading

Grade: 7

Test: Iowa Test of Basic Skills

Edition/Publication Year: C-2008 Publisher: Riverside Scores reported as: Percentiles

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Mar	Mar	Feb	Mar
SCHOOL SCORES					
Average Score	87	89	86	86	88
Number of students tested	14	12	19	16	20
Percent of total students tested	100	92	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. English Language Learner Students					
Average Score					
Number of students tested					
6.					
Average Score					
Number of students tested					
NOTES:					
<p>The 2005 norms for the Iowa Test of Basic Skills Form A were used in the spring of 2007. In 2008, Form A was revised to Form C by the Riverside Publishing Company. In 2010, one student was not tested due to multiple surgeries, absences, and loss of vision due to a brain tumor.</p>					

12PV109